

Since Spring break, we have been directed to a variety of sites to help us develop online content; those sites are invaluable (and [this](#) seems to be a very good one). What follows does not replace the info you will find on those sites. What I am aiming to do here is give you a list of tips that come directly from our own community. **Note that these are all just tips, not rigid instructions!**

### On P, Hy and DL classes

Our courses are 3 credit hours over 14 weeks. The guidelines for breaking down each week are clear enough for P (in person) and DL (100% online distance learning) classes:

P class: roughly 3 hours of class meetings per week + roughly 6 hours of homework per week over 14 weeks of instruction

DL class: roughly 3 hours of “direct” instruction (e.g. participating in class discussion, watching online lectures, engaging in active group learning) per week + 6 hours of “indirect” instruction (e.g. reading assignments, writing assignments, problem sets) per week over 14 weeks of instruction

With respect to Hy classes:

- I assume that a Hy class that has 25-75% of its content online would still aim for a 3-6 hour breakdown, but with online “direct” instruction substituting for some portion of the 3 hours of in-person class meetings each week. The timing has not been made totally clear to us yet; I am just guessing that this would be a reasonable interpretation of the time commitments for “hybrid.”
- Lynaya has received info from the registrar explaining that, as of now, the in-person component of the Hybrid classes ought to be planned on one of two models:
  - all students attend class together in person for fewer than 3 hours per week, and all students do some sort of “direct” online activity in place of the remaining class time;
  - OR
  - divide students into cohorts; one cohort attends class in person on one day, while the others attend virtually (or do some sort of “direct” online activity); then, shuffle so that all cohorts attend in person for the same number of days per week (or per unit, or per semester, I guess). The challenge here is to make sure the instructions about when to attend class are clear since if you elect this model, you might be assigned a room that is big enough only for one cohort at a time

There is more info about these hybrid models in an email Lynaya got from the registrar; let me know if you want that forwarded.

## **Carmen/syllabus organization**

Carmen works best when you use “modules” to organize your courses. And the course assurances for Summer (so probably also for Fall) require that a course seeking DL approval use modules. These are like units, which are individuated by time or topic or both. So, each module might designate a topic and/or a week of instruction and include a set of lectures, a set of readings, a set of activities and a set of assignments (including quizzes.) Tests, projects and writing assignments can cover single or multiple modules.

Tips:

- Align modules with weeks or sets of weeks to avoid a confusing calendar
- If your syllabus has a lot of moving parts, assign a syllabus quiz (for either a small number of points or just as a prerequisite for moving forward in the course)
- Make sure your gradebook is working properly to display grade information to students and that it accurately reflects your grading scheme
- If you have a set of readings and resources organized into folders on your computer, you can “zip” the parent folder and upload the zipped file to Carmen; it will expand the file and recreate the folder structure
- Look at samples of well-organized Carmen pages for DL courses that have been constructed by our graduate students (ask me about getting access)

## **Meet and communicate with your students**

Use Zoom and your own private meeting room (integrated with Carmen at Settings>Navigation>Zoom>Enable) to hold your office hours, so that you don’t have to constantly share links for meeting rooms

Tips:

- Invite students for very short (<5 minute) individual face-to-face meetings at the start of the semester. Or, ask each of them to post a short video introducing themselves. (For very large classes, this might not be an option, but can be done at the level of sections or by TAs.)
- Make copious but efficient use of “announcements” in Carmen. You will be surprised at how much class time one actually uses just to remind students of assignments and upcoming due dates, etc.
- If you use “breakout rooms” on Zoom for discussion or group activities, be aware that students find them kind of awkward if no faculty or TA is present. Consider asking for a student to volunteer to be the first person to talk in each room, or to be a discussion leader for a chunk of time

## **Video content**

Students do not do well with lectures that are as long as a regular in-person class. Create shorter lectures and supplement with other “direct” activities, like discussion board activities.

Tips:

- For lectures, post narrated powerpoints or narrated whiteboards rather than just a video of your talking head.
- Host your videos on Carmen or mediasite.osu, since all students who are enrolled in your course have access to those sites. Or, you could host them on a private youtube channel (which is pretty ubiquitous). Do not require students to download a Powerpoint or Keynote file, as they might not have the right software to open it; that is, make sure that what you are posting can be accessed from within Carmen or somewhere equally accessible
- Give short quizzes on video lectures (like “reading comprehension” quizzes)
- Post videos in which you explain assignments, as you would in a classroom setting
- If you hold “live” discussions, give asynchronous options for participating, too, using the discussion board.

## **Assignments/Assessment**

This would be a good time to try to be a little more creative with types of assignments and assessment in order to keep students interested while working from home. But our students do still need to write papers and talk about philosophy, so I offer no particular tips on this. I am happy to try to cull specific ideas from the grads, if there is interest.

## **Support**

The graduate students made very good use of our Slack to collaborate on developing their tools for online teaching. I suggest that anyone interested in asking questions about the above put their question in the #teachingonline channel so that when I answer it, everyone can see the answer.

(Note that for Slack to be useful to you, you will have to attend both to its notifications and also to where various topics are most productively discussed.)